Credit Hours: 3

Catalog Course Description: A study of the concepts and theories of human psychological and physiological development from conception to death with emphasis on psychological learning theories.

How Program Site will be incorporated into the course: London, England, with its wide variety of cultural highlights, readily lends itself to the study of human development from birth to death. Students will be introduced to the history of psychology with a trip to Bethlem Royal Hospital, the world's first and oldest institution to specialize in the treatment of the mentally ill. Sigmund Freud's home (and couch!) will be visited; Freud was instrumental in developing theories regarding childhood. A Jack the Ripper tour will prove interesting in our study of abnormal psychology in early adulthood through middle adulthood. London is where the hospice movement began, and this will be tied to issues related to aging and dying. In studying different burial customs, we will begin with Westminster Abbey.

Prerequisites: Acceptable placement scores or completion of learning support competencies in Reading and Writing. This course can be used to meet General Education Core requirements.


I. Week/Unit/Topic Basis:

<table>
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<tr>
<th>WEEK / UNIT #</th>
<th>TOPIC</th>
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<tr>
<td>Week 1</td>
<td>History of Psychology and Research; Conception through the Preschool Years (0-6); Chapters 1 - 8; quizzes related to prenatal period, infancy/toddlerhood, preschool period. EXAM 1 at end of week. Journal entries due (5) on Friday. Presentations as assigned first day of class for the week.</td>
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<td>Week 2</td>
<td>Middle Childhood through Adolescence (6 - 20); Chapters 9 - 12; quizzes related to middle childhood and adolescence. EXAM 2 at end of week. Journal entries due (5) on Friday. Presentations as assigned first day of class for the week.</td>
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<tr>
<td>Week 3</td>
<td>Young Adulthood through Late Adulthood (20 - death); Chapters 13 -19; quizzes related to early, middle, and late adulthood. Exam 3 at end of week. Journal entries due (5) on Friday. Presentations as assigned first day of class for the week.</td>
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II. Course Goals:

A. Define psychological development from several theoretical perspectives
B. Recognize and recall significant psychological terminology
C. Identify major psychological figures in the history of developmental psychology
D. Analyze and discuss the impact of research and scientific discovery on human development
E. Describe, analyze, compare, and contrast the major psychological theories in relation to physical, cognitive, social, and personality development

F. Apply course content to personal life and real world experiences

G. Demonstrate an enhanced ability to think critically about human development and how geographic and cultural institutions influence life span issues

H. Demonstrate an enhance ability to articulate ideas and opinions about psychological issues, research methodology, and the ethics of psychological research and practice

I. **These course objectives meet the TBR General Education Outcomes for the Social/Behavioral Science's goal to: "Develop in the student an understanding of self and the world by examining the content and processes used by [psychology] to discover, describe, explain, and predict human behavior and social systems; enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and understand te interdependent nature of the individual, family, and society in shaping human behavior and determing the quality of life."

III. Expected Student Learning Outcomes:*

Upon successful completion of this course, the student should be able to:

A. identify examples of research method terminology (B, D)

B. explain how behavioral and social scientific research impacts major contemporary issues, which affects individuals and society (A, D)

C. recognize historical founders and theories of human development (B, C)

D. identify the different milestones in various stages of child development (A, E)

E. identify the differences in physical, cognitive, social and personality development in various stages of human development (B, E)

F. Understand how individuals are influenced by political, geographic, economic, cultural, and family institutions (E)

G. acquire and develop critical thinking skills related to life span development (G)

H. demonstrate an ability to connect course content to real life experiences (F)

*Letters after performance expectations reference the course objectives listed above.

IV. Evaluation:

A. Testing Procedures: Three (3) multiple choice exams of 75 questions each will be given (possible 225 points). Students will be allowed to write on the exam to explain their answers. One bonus discussion question (up to five points) will be given on each exam.

B. Laboratory Expectations: n/a

C. Research Paper: One compare/contrast 3 - 5 page paper related to a life span issue will be written (worth up to 25 points). Rubric will be handed out on the first day of class.

D. Other Evaluation Methods: Fifteen (15) journal entries related to daily human development concepts and observations related to London will be written, worth up to 5 points each (possible 75 points). One class presentation will be given on a life
span topic of choice (possible 20 points). Rubric will be handed out on the first day of class.

E. Grading Scale: Please note that some TnCIS member institutions do not accept + and - grades, therefore all TnCIS grading scales must consist of only A, B, C, D, F letter grades.

   A = 311 - 345
   B = 276 - 310
   C = 241 - 275
   D = 206 - 240
   F = Below 205

V. Policies:

A. Attendance Policy:

Attendance is of utmost importance in study abroad courses. There are no unexcused absences permitted. Unexcused absences are grounds for removal from the program. Being in class on time is also very important. Frequent tardiness will be considered an absence and appropriate action will be taken. Absences due to illness must be reported immediately to the program director.

B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other assignments unless explicitly authorized by the instructor.

In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign either (1) an F or zero for the assignment or (2) an F for the course.

VI. Instructional Hours:

Instructional time spent in a formal classroom setting and during excursions will total a minimum of 37.5 hours for this course.